

# Inclusive Practice: self-assessment checklist for course teams

This checklist has been designed to prompt course teams to reflect on good practice relating to inclusion in curriculum design, the course learning environment and student outcomes. It reflects the University’s commitment to educational and social inclusion, promoting equality and making this a reality both in teaching and learning practice and in student outcomes.

Many of the aspects of good practice identified here will already be embedded in the practice of course teams or will be developing as teams advance their understanding and awareness of essential principles for inclusion. At the same time, it is likely that the checklist will draw attention to matters that are aspirational for course teams or matters that have not yet been adopted consistently across the course team.

Completing the checklist is intended to be a course team exercise to stimulate refection and discussion. It will identify how the team can further develop inclusive practice in relation to curriculum planning, student academic support, learning and teaching, assessment and feedback, and analysing data and outcomes.

Between 60 and 90 minutes should be allocated for the discussion and teams are encouraged to work with their Learning and Teaching Co‑ordinator or other members of the University where appropriate.



The focus is on the course and the whole student experience rather than individual modules. For each statement in the checklist, consider the evidence you have of effective practice and whether this is:

* **Embedded**: this issue has been addressed systematically by the team to establish good practice.
* **Developing**: course team members are aware of this issue and consistent good practice is being developed across the team.
* **Aspirational**: the course team has not yet considered how this can be embedded in practice.

Once this has been completed, review each section to identify those areas where the team considers it can act to further improve inclusive practice. It is a good idea to refer to available data in relation to student outcomes by social group, e.g., TEF data.

For each of the elements listed in the document, staff can reflect on the evidence and whether it is **Embedded, Developing** or **Aspirational** (EDA).

## Curriculum Planning

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| Element | EDA | Evidence |
| 1. Learning outcomes are reviewed to ensure they do not present barriers to particular social groups (or are genuine competency standards).
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| 1. Learning outcomes at course level include those relevant to living and working in a globally mobile and inclusive society.
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| 1. The course team has a clear, shared understanding of the diversity of educational and skills backgrounds of students starting the course and take this into account in planning the curriculum.
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| 1. There is a coherent and planned strategy for student skills development, including alignment with formative and summative assessments across the first year of the course and beyond.
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| 1. Course content, including reading and resource lists, case studies, visiting speakers, is planned to be diverse and globally, culturally, and socially inclusive, drawing on a diverse range of perspectives and challenging Anglo‑centric and Euro‑centric assumptions.
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| 1. Pre‑entry support and engagement helps build an inclusive sense of belonging and community before students arrive at the University.
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| 1. Where visiting speakers are part of the curriculum, there is representation to reflect diversity.
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| 1. Where visits and / or placements are part of the curriculum, these are planned with a diverse range of students in mind.
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## Student Academic Support

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| Element | EDA | Evidence |
| 1. Induction activities cover expected learning behaviours, including those relating to independent learning, plagiarism, language skills, attendance / absence protocols, and mutual respect and inclusion.
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| 1. Skills audits are used to identify skills gaps and support and resources are signposted to help students develop important core skills.
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| 1. Students are given opportunities to disclose disabilities and / or specific needs at regular points throughout the course, particularly in relation to planned placements, visits, field trips, and group projects.
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| 1. All staff know how to access and use information on SOLE regarding disabilities.
 |  |  |
| 1. Personal academic tutorials are purposeful, structured and support students to reflect on their progress and set goals.
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| 1. Course and module handbooks are, as far as possible, checked for accessibility and use of plain English and make it clear how students can access additional help or support.
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| 1. Information for students about modules provides an overview of aims, content, learning, teaching and assessment approaches.
 |  |  |
| 1. Module outlines provide a week‑by‑week indication of key learning activities and expectations, both for contact sessions and independent study.
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| 1. Students’ engagement, (e.g., attendance, accessing materials on the VLE, submission of formative and summative assessments) is monitored and followed up where appropriate.
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## Learning and Teaching

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| Element | EDA | Evidence |
| 1. The importance of inclusive values and respect for diversity is made clear to students and behaviour which is not aligned with these values is challenged.
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| 1. The course team has an explicit shared approach to learning and teaching and ensures this is aligned with meeting the needs of all students to be successful.
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| 1. The course team regularly discusses its approach to learning and teaching with students and makes adjustments in the light of feedback where appropriate.
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| 1. Key texts, case studies and other learning materials are reviewed to check that language and any images or materials used are inclusive.
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| 1. All staff are committed to providing relevant learning materials at least 24 hours in advance of the session to which these relate and to recording tutor input / lectures etc. where appropriate
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| 1. Learning materials on the VLE are reviewed to ensure these meet core standards of accessibility and inclusion.
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| 1. Course pages on Blackboard are well organised and regularly updated.
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| 1. Blackboard module sites make use of the organisational templates and tutors regularly seek informal feedback from students on accessibility.
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| 1. The course team actively makes use of gender neutral and inclusive language.
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| 1. The course team has discussed approaches to group work to ensure a variety of approaches, including those that actively foster intercultural understanding, e.g., by allocating students to groups.
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## Assessment and Feedback

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| Element | EDA | Evidence |
| 1. A planned range of assessment methods are used across the course.
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| 1. Deadlines for assignments across each year of the course are planned and, as far as possible, staggered.
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| 1. For some assignments there is a choice of assessment methods for students.
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| 1. There is a planned formative and summative assessment strategy for each year of the course and overall.
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| 1. Early formative assessments are used to identify which students may need individual support.
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| 1. Clear criteria are provided for all coursework assignments; students are well-briefed and have opportunities to discuss assignment requirements in class.
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| 1. Staff ensure students are well-briefed on the assessment criteria for any given assignment.
 |  |  |
| 1. Students are provided with anonymised examples of student assessments and asked to grade work using the assessment criteria so they develop an understanding of standards
 |  |  |
| 1. Assessments are reviewed to ensure these do not present unjustifiable barriers to success for students from particular backgrounds, or with particular disabilities, taking into account relevant competency standards and the need to maintain academic rigour, with reasonable adjustments made explicit where necessary.
 |  |  |
| 1. There is a clear understanding by all members of the course team on the format, tone and principles of providing effective feedback and this is checked through internal moderation.
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| 1. All staff understand and put into practice the principles of disability informed assessment.
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## Analysing Data and Student Outcomes

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| Element | EDA | Evidence |
| 1. The team has a good understanding of the diversity of its students in terms of gender, ethnicity, age, disability, socio‑economic background, nationality, and prior educational achievement.
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| 1. Any significant differences in satisfaction (NSS / CES) between social groups are identified and discussed with students to determine actions.
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| 1. Student withdrawal and progression rates are reviewed to identify whether any particular student groups are more likely to withdraw.
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| 1. Student attainment (the proportion of 1st and 2:1 degrees) is analysed by social group to identify any attainment gaps.
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| 1. Graduate destination data (highly skilled employment or further study) is analysed by social group to identify any outcome gaps.
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| 1. Outcome data is discussed with students to determine relevant actions.
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## Action Plan

Following your discussions, record practice which needs to be developed in your area and the student outcome gaps which need to be addressed. Set out the actions required, who will take responsibility for these and when and how these actions should be achieved. You could use the template tables below to create your action plan or create your own framework.

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| Practice to be developed | Actions to take | Responsibility | How and when |
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| --- | --- | --- | --- |
| Student outcomes to be addressed | Actions to take | Responsibility | How and when |
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